

Etapa locală a olimpiadei de limba engleză

Proba scrisă 9 februarie 2025

CLASA a VIII-a Standard/Intensiv, Varianta 1

- Toate subiectele sunt obligatorii.
- Pentru rezolvarea corectă a tuturor subiectelor se acordă 100 de puncte.
- Nu se acordă puncte din oficiu.
- Timpul efectiv de lucru este de două ore.

SUBIECTUL I – USE OF ENGLISH (50 points)

I.1. Read the following text and fill in the blanks with the correct verb forms. (10 x 2p = 20 points)

DREW: Hi, Joe! I _____¹ (not /see) you since last week. What _____² (you / do) all this time?JOE: Oh, hi! I _____³ (work) on my college application when you _____⁴ (text) me last night – the deadline is next week and I'm struggling to finish it. Sorry for not writing back. You said you _____⁵ (already / fill) in all the forms, but I still have to fill mine and include an essay about my strengths and weaknesses. It's really hard! I don't know what to write about. My mum promises she _____⁶ (help) me, but I'm afraid she's a bit out of date. Things _____⁷ (change) a lot since she _____⁸ (go) to college 25 years ago!DREW: Well, good luck! As you know, I have already sent my application. My brother helped me last week. He _____⁹ (attend) Sheffield University and he _____¹⁰ (study) Economics this semester – exactly what I want to study, too!

JOE: Lucky you! Do you think he could help me with my strengths and weaknesses essay?

I.2 Read the text below and look carefully at each line. If the line is correct, write a tick (✓). If it has a word that should not be there, write the word. (10 x 2p = 20 points).

- 00 The Duke of Edinburgh's Award is a programme from the UK that ✓
0 encourages a young people to take part in new activities and learn new skills. a
1 It has already have become a popular tradition in the country. So, anyone who
2 is 14 – 25 years can take part in the programme and they may do it in their
3 spare time. The award aims to be help young people develop skills so that
4 they can use them in their life and work. There are three levels, and when you
5 complete each one, you receive a Bronze, Silver or Gold Duke of
6 Edinburgh's Award. Unless one not tries really hard, he / she won't manage
7 to get them three all. It's not easy at all. The areas are: community service,
8 skills, physical recreation and an adventurous journeys. It takes one to four
9 years for to get all three medals. It is a great programme that allows young
10 people to look forward to making friends, getting fit and trying new things.

I.3. Complete the sentences with the correct form of the words in capital letters. (5 x 2p = 10 points)

1. There is no excuse for _____. All the information is easy to find. IGNORE
2. My brother is really _____. He doesn't like exciting new experiences. ADVENTURE
3. George says he will come and he will. He is the most _____ person I know. RELY
4. Kate is a very _____ person and likes talking to everyone. TALK
5. Mountain climbers must take night equipment – their _____ may depend on it. SURVIVE

SUBIECTUL al II-lea – READING COMPREHENSION (25 points)

Read the text below and complete the tasks that follow.

SCHOOL HOMEWORK

1. _____

How important is homework? For some teachers, it's not that important! In some areas, there are schools that decide to give students much less homework than they usually have. They want to find out if this improves the way children study – both in and out of the classroom.

2. _____

One reason for this change is that teachers think that children get tired with all the homework they have to do. They get home from school and then they have to study more, for two or three hours. Teachers are also worried that not all children have people at home who can help them with their homework.

3. _____

But not all teachers agree. Some think that students need lots of homework to help them prepare for tests and university. And homework is a good way to repeat what they have learnt in class and help them remember it.

4. _____

Of course, this new plan doesn't mean that children get no homework of any kind. Students at these schools spend between thirty and fifty minutes a night doing homework, which is a lot less than children in most schools. And there isn't any homework at the weekend or during holidays.

5. _____

Parents aren't always sure, but students like this idea because they have more free time to do the things they love, like sports or music. And one thing's for sure: happy students will enjoy their studies more and do better at them!

II.1 Choose the most suitable heading question from the list (A – E) for each part (1 – 5). (5 x 2p = 10points)

A. *Are there any teachers still in favour of giving a significant amount of homework ?*

B. *What does the New Homework Plan imply?*

C. *What is the main goal of schools that give less homework?*

D. *Why should schools reduce the amount of homework?*

E. *Why do students support this plan?*

II.2 For questions 1–5, choose the answer A, B, C or D which best fits according to the text. (5 x 3p = 15 points)

1. Why do some schools give their students less homework?

A. to have time for more lessons in class.

B. to see if it makes students learn better.

C. to please parents.

D. to give students more time to play.

2. What worries some teachers about homework?

A. Students may not be able to do it without help.

B. There is no time at home for students to do it.

C. It will make students tired for their lessons at school next day.

D. It doesn't improve the students' academic results in any way.

3. Why do other teachers give a lot of homework?

- A. They think it's better than giving tests.
- B. It's the only way students can remember their lessons.
- C. It helps students learn new things that they haven't learnt in class.
- D. It will help students with their studies in the future.

4. Students in schools that give less homework

- A. have to study during the summer.
- B. do no more than half an hour a night.
- C. have more free time on Saturdays or Sundays.
- D. consider they have the best teachers ever.

5. Why do students like having less homework?

- A. They do not like any kind of school activities.
- B. They enjoy doing it quickly.
- C. It makes their parents happy.
- D. It gives them more time for hobbies.

SUBIECTUL III - WRITING (25 points).

Write a narrative essay ending like this: *So people who knew me were not too shocked and surprised when I suddenly decided to start wearing something purple every day.* Write your story in 150-180 words and give it an appropriate **title**.

Pay attention to the following:

- You don't need to write long descriptions.
- Use dialogues only if they are relevant to your characters or events.
- Don't count the words given to end the essay.
- You should use this plan:
 - **Introduction** (paragraph 1 – set the scene)
 - **Main body** (paragraph(s) 2/3 – develop the story)
 - **Conclusion** (paragraph 4 – end the story)

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Probă scrisă 9 februarie 2025

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BAREM DE CORECTARE

Se punctează oricare alte modalități de rezolvare corectă a cerințelor.

SUBIECTUL I – USE OF ENGLISH – 50 points

I.1. Read the following text and fill in the blanks with the correct verb forms. (10 x 2p = 20 points)

1. haven't seen; 2. have you been doing; 3. was working; 4. texted; 5. had already filled; 6. will help;
7. have changed; 8. went; 9. attends; 10. is studying.

I.2. Read the text below and look carefully at each line. If the line is correct, write a tick (✓). If it has a word that should not be there, write the word. (10 x 2p = 20 points).

1. have 2. years 3. be 4. ✓ 5. ✓ 6. not 7. three 8. an 9. for 10. ✓

I.3. Complete the sentences with the correct form of the words in capital letters. (5 x 2p = 10 points)

1-IGNORANCE, 2-UNADVENTUROUS, 3-RELIABLE, 4-TALKATIVE, 5-SURVIVAL

SUBIECTUL II - READING COMPREHENSION - (25 points)

II.1 1. C 2. D 3. A 4. B 5. E - (5 x 2p = 10 points)

II.2. 1. B 2. A 3. D 4. C 5. D - (5 x 3p = 15 points)

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MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 5p	Proficient 4p	Partially Proficient 3p	Weak 2p	Incomplete 1p	Points
CONTENT	The essay is completely relevant to topic, describing places/events /characters/atmosphere/ reaching climax, including the final reactions of the protagonist.	The essay is fairly completed with all the sequencing elements of a narrative.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fair completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is adequately used in the essay; errors in word choice / formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice / formation predominant; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.	
EFFECT ON TARGET READER	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory	The effect on the reader quite poor.	The effect on the reader non-relevant.	